



National Curriculum Objectives – History

The national curriculum for History aims for KS1 pupils to be taught:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

The national curriculum for History aims for KS2 pupils to be taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

<p>EYFS</p>	<p>History in the Early Years:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>Areas of study</p>	<ul style="list-style-type: none"> • What was earth like before us?



Skill	<u>Year 1</u>	<u>Year 2</u>
Chronological Understanding	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of objects or events • Use a timeline to place important events • Use words and phrases such as now, yesterday, last week, when I was younger, a long time ago, before I was born. 	<ul style="list-style-type: none"> • Understand and accurately use the words past, present, then, now, before and after when telling others about an event. • Recount changes in their life over time • Understand how to sequence people, events and objects in order of when they happened and give reasons for the order. • Use a timeline to place important events
Knowledge and Understanding of Events	<ul style="list-style-type: none"> • Identify objects from the past • Begin to identify differences between items from the past and similar items now. • Give examples of how their childhood differs from the childhood of their grandparents. • Recognise that we celebrate certain events because of what happened many years ago (Eg: bonfire night) • Compare and contrast their locality now and in the past. 	<ul style="list-style-type: none"> • Discuss and understand the significance and meaning of recurring historical events / celebrations (Eg remembrance day, bonfire night) • Appreciate that some famous people have made our lives better today. • Learn about the life of someone famous in Britain • Explain why Britain has a special history by naming some famous events and people • Recount interesting facts about a historical event.(Eg how the great fire of London started)
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Ask and answer questions about the old and new objects. • Ask and answer questions using an artefact or photograph provided • Give plausible explanations about what an object was used for in the past. • Find out more about a famous person from the past and carry out research on them. 	<ul style="list-style-type: none"> • Ask and answer questions using a wider range of sources including people, photographs, non-fiction books and the internet. • Identify different ways in which the past is represented and how we learn about the past.
Area of Study	<ul style="list-style-type: none"> • Could a loaf of bread destroy a whole city? • Time Travellers – significant individuals • What was the seaside like 100 years ago? 	



Skill	Year 3	Year 4
Chronological Understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided in BC and AD • Understand and use the vocabulary ancient, century and decade. • Use a timeline to place historical events in chronological order. • Describe dates and order significant events from a period studied. 	<ul style="list-style-type: none"> • Plot historical periods on a timeline using centuries. • Understand that a timeline can be divided into BC and AD and refer to this when placing events. • Order significant events and dates on a timeline • Describe the main changes in a period of history.
Knowledge and Understanding of Events	<ul style="list-style-type: none"> • Recognise that Britain has been invaded by several different groups over time. • Understand how life was different during the past, including travel, food, weapons and communication. • Start to understand how and why early settlements developed in Britain. • Begin to suggest why certain events happened as they did in history. • Use evidence to describe buildings and their uses for people in the past. 	<ul style="list-style-type: none"> • Recognise that Britain has been invaded in the past and that this has influenced Britain. • Suggest why certain people acted as they did in history. • Use evidence to show how the lives of rich and poor differed • Describe how some of the things I have studied from the past influence the present.
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Gather evidence about the past through visits to sites of historical interest. • Ask questions and find answers about the past using different sources. • Recognise the part that archaeologists has / have in helping us understand the past. • Discuss similarities and differences between different periods of history. 	<ul style="list-style-type: none"> • Research two versions of an event and see how they differ. • Hypothesise what life would be like for different people in the past. • To begin to choose appropriate sources and select evidence from those sources to respond to a historical question. • Give more than one reason to support a historical argument.
Area of Study	<ul style="list-style-type: none"> • Who lived in Britain first – Stone age to Iron age • How did the Ancient Greek's change our lives? • Why did the Roman's rule? • The mysterious Mayan mystery 	



Skill	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Refer to dates and use historical chronological language in their work. Describe the main changes in a period of history. Order significant events, movements and dates on a timeline. Understand how some historical events occurred concurrently in different locations 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Place specific event on a timeline by decade Identify and compare changes within and across different periods Place features of historical events and people from past societies and periods in a chronological framework.
Knowledge and Understanding of Events	<ul style="list-style-type: none"> Describe similarities and differences between different people, events time periods and artefacts. To understand how major events in British History have contributed to formation of the United Kingdom Give reasons for specific events, supported by evidence. Make links between features of past societies eg: weaponry, homes etc. 	<ul style="list-style-type: none"> Chronologically summarise the main events from a specific historical period Recognise and describe change and continuity across periods of history To give specific examples of how major events in British and World History have impacted aspects of British society today e.g. role of women To understand how Empire has contributed to and been affected by historical events
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> Appreciate how historical artefacts have helped us understand about British lives in the past. Form an interpretation of historical events or figures using sources. Take bias into account when researching an historical event or figure. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretation of history. Give reasons why there may be different accounts of history. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Use a range of evidence from different
Area of Study	<ul style="list-style-type: none"> World war one and two Local history study Vikings and Anglo Saxons Ancient Egyptians 	

